

LAKEVIEW MIDDLE
3801 Old Buncombe Road
Greenville, South Carolina 29617

GRADES 6-8 Middle School

ENROLLMENT 441 Students

PRINCIPAL Roderic F. Taylor 864-294-4353

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	37	6

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

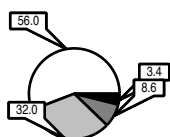
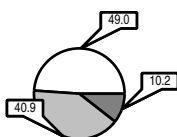
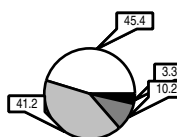
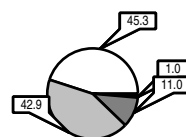
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	443	97.5	48.1	41.5	10.3	0.0	16.7	No	Yes
Gender									
Male	222	97.8	52.9	41.2	5.9	0.0	10.7		
Female	221	97.3	43.5	41.9	14.7	0.0	22.5		
Racial/Ethnic Group									
White	191	95.8	45.0	40.6	14.4	0.0	22.5	Yes	Yes
African-American	214	98.6	54.1	40.0	5.9	0.0	10.8	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	35.7	53.6	10.7	0.0	14.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	329	98.2	41.6	45.2	13.3	0.0	20.4		
Disabled	114	95.6	66.7	31.3	2.0	0.0	6.1	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	442	97.5	48.1	41.5	10.3	0.0	16.7		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	437	97.5	47.7	41.8	10.5	0.0	16.9		
Socio-Economic Status									
Subsidized meals	368	97.0	48.7	41.7	9.6	0.0	15.3	No	Yes
Full-pay meals	75	100.0	45.3	40.6	14.1	0.0	23.4		

Mathematics - State Performance Objective = 15.5%									
All Students	443	98.0	55.8	32.2	8.6	3.4	18.1	Yes	Yes
Gender									
Male	222	98.7	52.9	36.0	7.9	3.2	18.5		
Female	221	97.3	58.5	28.5	9.3	3.6	17.6		
Racial/Ethnic Group									
White	191	96.9	50.3	34.4	8.6	6.7	21.5	Yes	Yes
African American	214	98.6	64.5	28.5	7.0	0.0	12.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	100.0	39.3	42.9	14.3	3.6	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	329	98.2	45.0	38.6	11.8	4.6	23.6		
Disabled	114	97.4	85.3	14.7	0.0	0.0	2.9	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	442	98.0	55.8	32.2	8.6	3.4	18.1		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	437	97.9	55.7	32.4	8.8	3.2	18.0		
Socio-Economic Status									
Subsidized meals	368	97.6	57.5	31.4	9.1	1.9	16.4	Yes	Yes
Full-pay meals	75	100.0	46.9	35.9	6.3	10.9	26.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	153	97.4	49.6	35.4	14.2	0.8	15.0
	Grade 7	173	97.1	51.4	37.0	10.3	1.4	11.6
	Grade 8	182	98.9	50.3	42.0	7.6	N/A	7.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	96.0	50.0	35.3	14.7	N/A	14.7
	Grade 7	158	98.7	51.4	43.0	5.6	N/A	5.6
	Grade 8	160	98.7	43.2	46.6	10.3	N/A	10.3

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	153	99.3	50.4	36.4	9.3	3.9	13.2
	Grade 7	173	98.8	60.8	27.7	5.4	6.1	11.5
	Grade 8	182	99.5	60.1	34.8	4.4	0.6	5.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	97.6	43.3	35.6	17.3	3.8	21.2
	Grade 7	158	98.1	59.4	30.1	6.3	4.2	10.5
	Grade 8	160	98.7	60.5	32.7	4.8	2.0	6.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 441)				
Students enrolled in high school credit courses (grades 7 & 8)	20.6%	Up from 12.8%	9.9%	14.6%
Retention rate	1.3%	Up from 0.7%	4.2%	3.0%
Attendance rate	94.9%	Up from 94.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.9%		8.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.3%		8.0%	5.3%
Eligible for gifted and talented	5.9%	Up from 5.3%	7.8%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	25.3%	Down from 26.2%	15.0%	13.9%
Older than usual for grade	4.3%	Down from 6.0%	7.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Down from 3.5%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	48.5%	Down from 50.0%	48.2%	48.7%
Continuing contract teachers	66.7%	Up from 60.0%	72.8%	81.7%
Highly qualified teachers**	92.9%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	16.7%		10.3%	5.3%
Teachers returning from previous year	74.9%	Down from 79.3%	78.0%	85.1%
Teacher attendance rate	94.5%	Down from 98.7%	94.3%	94.8%
Average teacher salary	\$38,357	No change	\$39,287	\$40,566
Prof. development days/teacher	23.9 days	Up from 19.0 days	12.0 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	2.5	3.3
Student-teacher ratio in core subjects	16.5 to 1	Up from 9.4 to 1	18.7 to 1	21.3 to 1
Prime instructional time	86.5%	Down from 92.4%	88.7%	89.3%
Dollars spent per pupil*	\$6,398	Down 0.4%	\$6,562	\$5,821
Percent of expenditures for teacher salaries*	57.5%	Down from 60.1%	59.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	50.1%	Down from 53.2%	87.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lakeview Middle School continues to move forward. During the 2003-2004 school year, LMS students and faculty were recognized for excellence in Junior Beta, Invention Convention, Accelerated Reader, attendance, athletics and web site design to name a few. Also, LMS applied for and was awarded a comprehensive school reform grant to implement the Making Middle Grades Work (MMGW) whole school reform model.

In partnership with the Southern Regional Education Board (SREB), Making Middle Grades work is a whole school reform model composed of ten research-based key practices with literacy and numeracy as the cornerstones. The goal is to have all students performing at the Proficient level on a NAEP-based assessment. We feel that this, along with our continued emphasis on promoting parent involvement, will move Lakeview closer to the NCLB goal of having all students performing at the Proficient level.

MMGW has measurable goals that include: all students complete Algebra I by eighth grade; are able to use concepts to reason and solve problems; use laboratory and technology experiences to learn science concepts; use language correctly and effectively to research, organize and communicate information; describe their heritage, government, world and economic principles in social studies; benefit from a system of extra assistance and additional instructional time. Teachers will be content certified, use differentiated instructional strategies, use data to drive decision-making and incorporate technology to raise student achievement.

The mission of Lakeview Middle is to develop proficient readers. We believe that reading is the cornerstone to academic achievement and will continue to let our mission be our guide as we work toward raising the performance of every student.

Willie Carr, SIC Chair
Roderic F. Taylor, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	124	37
Percent satisfied with learning environment	94.4%	75.0%	56.8%
Percent satisfied with social and physical environment	91.7%	80.5%	52.8%
Percent satisfied with home-school relations	36.1%	88.3%	52.8%

*Only students at the highest middle school grade level at this school and their parents were included.